

The 5 Es Instructional Model

Stage of the Instructional Model	The Teacher. . .	The Student. . .
ENGAGE Initiates the learning task. The activity should make connections between past and present learning experience, and anticipate activities and organize students' thinking toward the learning outcomes and current activities.	<ul style="list-style-type: none"> • Creates interest. • Generates curiosity. • Raises questions and problems. • Elicits responses that uncover students' current knowledge about the concept/topic. 	<ul style="list-style-type: none"> • Asks questions such as, "Why did this happen?" "What do I already know about this?" "What can I find out about this?" "How can this problem be solved?" • Shows interest in topic.
EXPLORE Provide students with a common base of experiences within which current concepts, processes, and skills are identified and developed.	<ul style="list-style-type: none"> • Encourages students to work together without direct instruction from the teacher. • Observes and listens to students as they interact. • Asks probing questions to redirect students' investigations when necessary. • Provides time for students to puzzle through problems. • Acts as a consultant for students. 	<ul style="list-style-type: none"> • Thinks creatively within the limits of the activity. • Tests predictions and hypotheses. • Forms new predictions and hypotheses. • Tries alternatives to solve a problem and discusses them with others. • Records observations and ideas. • Suspends judgment. • Tests ideas.
EXPLAIN Focus student's attention on a particular aspect of their engagement and exploration experiences, and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to introduce a concept, process, or skill.	<ul style="list-style-type: none"> • Encourages students to explain concepts and definitions in their own words. • Asks for justification (evidence) and clarification from students. • Formally provides definitions, explanations, and new vocabulary. • Uses students' previous experiences as the basis for explaining concepts. 	<ul style="list-style-type: none"> • Explains possible solutions or answers to other students. • Listens critically to other students' explanations. • Questions other students' explanations. • Listens to and tries to comprehend explanations offered by the teacher. • Refers to previous activities.

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ELABORATE Challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.	<ul style="list-style-type: none"> • Expects students to use vocabulary, definitions and explanations provided previously in a new context. • Encourages students to apply the concepts and skills in new situations. • Reminds students of alternative explanations. • Refers students to alternative explanations. 	<ul style="list-style-type: none"> • Applies new labels, definitions, explanations, and skills in new, but similar, situations. • Uses previous information to ask questions, propose solutions, make decisions, and design experiments. • Draws reasonable conclusions from evidence. • Records observations and explanations.
EVALUATE Encourage students to assess their understanding and abilities and provide opportunities for teachers to evaluate student progress.	<ul style="list-style-type: none"> • Refers students to existing data and evidence and asks, "What do you already know?" "Why do you think . . . ?" • Observes students as they apply new concepts and skills. • Assesses students' knowledge and/or skills. • Looks for evidence that students have changed their thinking. • Allows students to assess their learning and group process skills. • Asks open-ended questions such as, "Why do you think. . . " "What evidence do you have?" "What do you know about the problem?" "How would you answer the question?" 	<ul style="list-style-type: none"> • Checks for understanding among peers. • Answers open-ended questions by using observations, evidence, and previously accepted explanations. • Demonstrates an understanding or knowledge of the concept or skill. • Evaluates his or her own progress and knowledge. • Asks related questions that would encourage future investigations.